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ABSTRACT

This selective bibliography contains references to 202 ERIC documents on the subjects of discipline and behavior modification of young children. The citations are divided into five sections: (1) Regular Classroom; (2) Teacher Training and Teaching Techniques; (3) Exceptional Child; (4) Family; and (5) General. Entries were taken from "Research in Education (RIE)," April 1971 through November 1973, and from "Current Index to Journals in Education (CIJE)," January 1972 through November 1973. (SET)

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DISCIPLINE AND BEHAVIOR:

AN ABSTRACT BIBLIOGRAPHY

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DISCIPLINE AND BEHAVIOR: AN ABSTRACT BIBLIOGRAPHY

This selective bibliography is a guide to recent ERIC documents on the subjects of discipline and behavior modification. For convenience, citations have been divided into five sections: A. Regular Classroom; B. Teacher Training and Teaching Techniques; C. Exceptional Child; D. Family; and E. General.

The reader should bear in mind, however, that there is necessarily some overlap, particularly among the first three sections. Categories should not be regarded as mutually exclusive.

Entries were taken from the ERIC abstract journal, Research in Education (RIE), April 1971 through November 1973, and from the ERIC journal, Current Index to Journals in Education (CIJE), January 1972 through November 1973.

Major descriptors (index terms) marked with an asterisk (*) and minor descriptors appear after each RIE title.

Most of the citations from RIE are available through the ERIC Document Reproduction Service (EDRS) in either microfiche (MF) or hard copy (HC), except where marked microfiche only. (See ordering directions in the back of this publication.) If a publication is also available directly from other sources, availability information is listed below the abstract.

A few citations from RIE are not available through EDRS. Ordering information for these items is included with each citation.

Articles from CIJE are available only in the journals cited.

A. REGULAR CLASSROOM

References from Research In Education (RIE)

1. Baker, Jean M.; And Others. Bicultural Socialization: A Group Process Approach to Bilingual Instruction. Case Study Reports. 1971, 41p. ED 059 021

*Anti Social Behavior; *Behavior Change; Bilingual Education; Case Studies (Education); *Group Behavior; *Leadership Training; Methods Research; Positive Reinforcement; *Reading Habits; Reading Interests; Rewards; Student Behavior

Three studies were carried out to explore and evaluate alternative methods of meeting the objectives of a bilingual education project. The first study explored children's book usage behaviors and how these behaviors were influenced by the requirement to fill out book reports and a reward reinforcement. It was found (1) that fewer children sampled books as a result of the report requirement, but those who did tended to stick with one book and read it more thoroughly and (2) that the reward reinforcement system had a significant effect on encouraging reading and reporting. The second case study investigated a second-grade boy's extremely disruptive bheavior in the classroom. Recorded data showed that when the teacher used positive social reinforcement and a token system to encourage good behaviors, frequency of the disruptive behavior dropped immensely, but it climbed up again when the token system was discontinued. The third study dealt with children's leadership behaviors. Data on children's behavior were collected at different phases before and after a training on group participation and leadership. Results showed that the training had positive effects on children's behavior and attitude. Tables and charts are included.

2. Blackwood, Ralph O. The Control of Anti-Social Behavior in Inner-City Classrooms through the use of Verbally Mediated Self-Control (Teaching Verbally Mediated Self-Control in the Classroom). Final Report. August 1971, 123p. ED 026 502

*Behavior Change; Behavior Problems; *Class Management; Classroom Research; Discipline; Discipline Problems; *Inner City; Mediation Theory; Self Control; Student Behavior; Student Teacher Relationship; *Teaching Techniques; *Verbal Operant Conditioning

This is a report on the application of operant condition methods to classroom discipline problems. The setting was Clara Tagg Brewer Elementary School in Cleveland, Ohio. The school is located in a community consisting mostly of lower-middle class Black families. A few children come from a "run down" section of the community, including most of the disruptive children. The 13 regular teachers, four special teachers, and the pupils of the Brewer School were the subjects of the study. The teachers selected 33 pupils to serve as target children for

study. Each of the latter was selected because of his habitual disruptive behaviors. Each teacher was asked to randomly divide target children into experimental and control groups. Operant conditioning methods were equally applied to both groups, but mediation training methods were applied only to the experimental target children. Teachers were also asked to employ other less widely known methods of experimental control.

3. Bolstad, Orin D.; Johnson, Stephen M. Self-Regulation in the Modification of Disruptive Classroom Behavior. 1972, 32p.
ED 065 195

*Behavioral Science Research; Behavior Change; Child Development; Child Psychology; *Classroom Observation Techniques; Comparative Analysis; *Discipline Problems; Early Childhood; Experimental Groups; Individual Development; Personality Development; Primary Grades; *Problem Children; Self Concept; *Self Control; Social Development

This study compared self-regulation and external regulation procedures in the treatment of children's disruptive classroom behavior. Following the collection of baseline data, three of the four most disruptive children in each of 10 first and second grade classrooms were reinforced by the experimenter for achieving low rates of disruptive behavior. The fourth child served as a control subject throughout the experiment. Two of the three experimental subjects were then taught to self-observe their own disruptive behavior. In the final reinforcement period, these subjects were given control over dispensing reinforcers to themselves, based on their self-collected behavioral data while subjects in the other experimental group continued with the externally managed reinforcement. In extinction, reinforcement was discontinued for all subjects, but one of the self-regulation subjects in each classroom continued to overtly self-observe. Results indicated that both reinforcement programs produced a considerable reduction in disruptive behavior. The self-regulation procedures were slightly more effective in reducing disruptiveness than was the external regulation procedure and this advantage persisted into extinction.

Also available from: Orin S. Bolstad, Psychology Clinic, 1679 Agate, University of Oregon, Eugene, Oregon

4. Buck, Elizabeth; And Others. Early Childhood Education. 160p.
ED 069 361
Document not available from EDRS.

*Behavioral Objectives; Behavior Development; *Curriculum Guides; *Early Childhood Education; Educational Objectives; Instructional Design; *Preschool Curriculum; Preschool Programs; Program Descriptions; *Training Objectives

This book contains a collection of instructional objectives and accompanying sample items for use with children in nursery schools, preschools, Head Start programs and kindergartens. It encompasses selected topics from the arts, language arts, math and arithmetic skills, promoting physical development, science, and satisfying social and personal needs. A range of intellectual tasks is suggested, including classifying, problem solving, and creative expression. Administrators, program directors, and principals will find the collection useful in planning and assessing programs. The teacher is not expected to use all the objectives, but rather to select and modify those which meet her particular situation. Three common practices in modifying objectives are (1) changing the response expected of the learner, (2) changing the situation, and (3) changing the standard. For each objective given, a sample item and a criterion are also included.

Availability: Instructional Objectives Exchange, Box 24095, Los Angeles, California 90024 ($8.00 plus .20 postage/handling, order collection no. 40)

5. Bushell, Don, Jr. The Behavior Analysis Classroom. 1970, 22p. ED 047 775

Curriculum; Discipline; *Early Childhood Education; Instructional Staff; *Learning Motivation; Parent Participation; *Positive Reinforcement; *Program Descriptions; *Rewards; Teacher Aides

In a behavior analysis classroom the first step is to define instructional objectives for academic or social skills. The second step is to determine how much the child already knows about what is to be taught. An entry behavior inventory and diagnostic tests help teachers decide where each child needs to begin working in the sequence leading to academic objectives. Motivation is taught with the help of incentives such as teacher-praise and child selection of favorite activities. A token system rewards the child with tokens for behavior and improvement at learning tasks. Tokens may be accumulated and exchanged later for activities such as recess and a chance to play games with classmates. To be effective, tokens must be used for immediate reinforcement and delivered at frequent intervals when the child is learning steps of a new and difficult task. A classroom team of teacher and aides makes it possible for each child to receive personal attention and reinforcement. Parent participation, in the classroom and at home, is a key factor in the success of the behavior analysis approach. The curriculum, the daily schedule, and the use of reinforcement techniques for discipline are discussed. Program and staff development and evaluation are described.

Also available from: Follow Through Project, Department of Human Development, University of Kansas, Lawrence, Kansas 66044 ($0.30).

6. Bushell, Don, Jr. A Token Manual for Behavior Analysis Classrooms. 1970, 15p. ED 047 776

*Early Childhood Education; English; Guides; *Learning Motivation; *Positive Reinforcement; *Rewards; Spanish

This dual language manual, written in both Spanish and English, will help the teacher in a behavior analysis classroom utilize the token system to motivate, reinforce, and foster independence in pupils' learning activities. The rationale and procedures for earning, giving, and exchanging tokens is clearly explained. The use of helpful accessories such as a kitchen timer to announce when it is time to exchange tokens earned for items or events, token aprons with pockets, and tickets (alternatives to tokens) are described. Some solutions are presented to common problems (tokens put in mouth, stealing tokens, and the have-not-child who has not earned enough tokens for exchange). The manual serves as a practical guide for elementary or preschool teachers who work in classrooms where positive reinforcement for good learning behavior is practiced.

Also available from: Follow Through Project, Department of Human Development, University of Kansas, Lawrence, Kansas 66044 ($0.30).

7. Egeland, Byron; Rutner, Murray. Modifying Response Latency and Error Rate of Impulsive Children. February 1971, 12p. ED 050 819

*Error Patterns; Grade 2; Lower Class; *Reaction Time; Search Strategies; *Self Control; *Time Factors (Learning); Training; *Training Techniques

The purpose of this study was to modify the conceptual tempo (response style on a reflective-impulsive dimension) by training impulsive children to increase their response latency or by teaching more effective search strategies and scanning techniques. Subjects were 169 second graders from two lower class area schools. Each subject was assigned to one of four groups: SC-search and scan, TI-delay responses, CI-impulsive but given no training, CR-randomly selected controls. SC and TI children were taught a series of match-to-sample discrimination tasks. The TI group was trained to "think about answers and take time" before responding. The SC group was trained to apply rules and basic strategies. All subjects had been pretested on a portion of the matching familiar figures (MFF). As a posttest, eight unfamiliar MFF items were given individually and the remaining eight items were used 7-9 days later as a delayed posttest. Changes in response latency and number of errors from pretest to posttests were analyzed. Results indicate that the training received by SC and TI groups did affect response latency but did not have much effect on error scores.

8. Emmer, Edmund T.; Woolfolk, Anita E. Increasing Student Attention: A Learning Theory with an Emphasis on Transfer to the Regular Classroom. Final Report. August 1972, 202p. ED 067 604

*Attention; *Attention Control; Behavioral Objectives; Behavioral Science Research; *Behavior Change; *Elementary School Students; Elementary School Teachers; Learning; Learning Processes; Motivation; *Transfer of Training

Fifty-four elementary school children who had been identified as consistently inattentive to classroom activities were involved in a four-week treatment program. Attention was assessed using a time-sampling observational instrument developed for the study, based upon a previously-developed technique. Subjects were assigned randomly to either an experimental (E), out-of-class (OC), or stay-in-class (SC) condition. Subjects were observed in the treatment lessons and in their regular classrooms before, during, and after the treatment period, and their attention was assessed using the observational instrument. Analysis of variance tests revealed that the attention and vigilance scores of subjects in the E condition were significantly higher than scores of subjects in the OC condition during the treatment lessons. In-class attention scores of the E, OC, and SC groups were not significantly different during or after the treatment period, however. Inservice training for teachers did not affect the in-class attention scores of the subject.

9. Feldhusen, John F.; And Others. Prediction of Social Adjustment Over an Eight Year Period.; Correlates and Long-Range Implications of Classroom Aggression.; Prediction of Academic Achievement of Children Who Display Aggressive-Disruptive Classroom Behavior. February 1971, 44p. ED 047 334

*Academic Achievement; Adjustment (To Environment); Adjustment Problems; *Behavior Problems; *Delinquency; Delinquency Causes; Delinquency Prevention; *Delinquent Identification; *Elementary School Students; *Identification; Low Achievers; Maladjustment; Prediction; Problem Children; *Social Adjustment; Underachievers

These papers focus on early identification, by classroom teachers, of children who, without planned intervention, are likely to eventually display poor social adjustment, low academic achievement and/or delinquency. The research indicates that there are valid predictors of these outcomes. Classroom teachers of selected elementary grades nominated, for study, aggressive/disruptive children and socially acceptable/productive children. Random samples were drawn. For all the studies, predictors and criteria are made explicit. Significant predictors were found for later social adjustment: (1) classroom behavior traits, (2) arithmetic achievement, (3) response to a sentence completion test, (4) a child's parents' marital relationship, and (5) maternal discipline. Significant factors were also found for academic achievement: (1) teacher ratings of social adjustment, (2) I.Q., (3) sex, (4) scores on a behavioral problems checklist, (5) parents' education level, and (6) classroom behavior. Both poor social adjustment and low academic achievement are correlated with aggressive/disruptive behavior and all three are correlated significantly with eventual delinquent behavior in the community. Early identification and individualized intervention are urged. Remediation and behavior modification are highly recommended.

10. Friedman, Philip. Imitation of a Teacher's Verbal Behavior as a Function of Teacher and Peer Reinforcement. February 1971, 22p. ED 050 010

Elementary School Students; Elementary School Teachers; Grade 1; *Imitation; *Peer Acceptance; *Positive Reinforcement; *Student Behavior; *Student Reaction; *Teacher Behavior; Verbal Communication

The extent to which a teacher served as a model for the verbal style of his students was examined with the use of a modified form of the observation schedule and record 4V (OSCAR). Four students from each of 24 first grade classes were separated into groups on the basis of frequency of teacher and peer reinforcement. Verbal characteristics of these students were scored using six scales of imitative behavior developed from the OSCAR protocols. The data were analyzed using a 2 X 2 factorial design (teacher reward X pupil reward). Students observing high rewarding teachers imitated significantly more than those observing low rewarding teachers on 4 of 6 verbal categories. In three of the analyses differences between frequently and infrequently peer-reinforced students were located, and for three of the analyses there were also reliable teacher reward X pupil reward interactions. The potential of the OSCAR for measuring student behavior and constructs such as limitation was demonstrated.

11. Geisert, Paul. The Dimensions of Measurement of the Affective Domain. 1972, 78p. ED 069 663 (Microfiche only)

*Affective Objectives; Affective Tests; Attitude Tests; *Behavioral Objectives; Case Records; Classroom Observation Techniques; *Educational Objectives; *Evaluation Criteria; *Evaluation Methods; *Measurement Instruments; *Program Effectiveness; Psychometrics; Questionnaires; Rating Scales; *Student Attitudes; Taxonomy; Technical Reports

An attempt to direct the attention of the public school to the measureable dimensions of the affective domain is reported. A seven-step plan is provided for implementing an educational program in the affective domain: Step 1, evaluator develops and states affective goals; Step 2, evaluator determines appropriate behavioral objectives to measure goal achievement; Step 3, evaluator determines a suitable standard of student performance; Step 4, teachers instruct students about the values related to behavioral goals; Step 5, evaluator collected data on outcomes; Step 6, the data are interpreted by comparing results to the criteria of performance; Step 7, evaluator decides if program has been successful. Three major areas comprise the measurement dimensions: self report, record, and observational data. Appendices include a condensed version of the affective domain of the taxonomy of educational objectives, suggested behaviors denoting scientific literacy, and examples of evaluation instruments for the affective domain.

Also available from: College of Education, Center for Research Service and Publication, University of Wyoming, Laramie, Wyoming.

12. George, James R., III; And Others. The Magic Ear: Another Approach to Automated Classroom Control. April 1972, 3p. ED 060 064

Automation; *Behavioral Objectives; Behavior Change; *Class Management; *Classroom Observation Techniques; Classroom Research; Discipline; Educational Equipment; Educational Experiments; *Electronic Classrooms; Electronic Equipment; *Grade 2; Group Behavior; Reinforcement; Research Design; Research Methodology; Stimulus Behavior; Student Behavior; Teacher Behavior

"Excessive" noise outburst behavior of 24 second graders was effectively controlled under automated stimulus conditions. A voice operated relay transmitted signals to an automated combination light display and outburst time/total running time meters; under 2 conditions, the light display functioned first as a primary, then as a secondary reinforcer for "quiet" behavior. The mean outburst ratio dropped from 94.96 percent (baseline) to 44.19 percent (condition I) to 34.00 percent (condition II). Such automated procedures can free the teacher to teach and can lower the chances that she may become an aversive stimulus.

13. Gnagey, William J. Controlling Classroom Misbehavior. What Research Says to the Teacher. Series No. 32. 1965, 34p. ED 077 899 (Microfiche only)

Classroom Observation Techniques; Classroom Techniques; *Discipline; *Negative Reinforcement; *Punishment, *Social Behavior; *Socially Deviant Behavior; Student Behavior

This booklet, one in a series entitled "What Research Says to the Teacher," deals with controlling classroom misbehavior. Introductory sections deal with the definitions of classroom discipline and related research problems. Control techniques are also mentioned, as are their effects. The bulk of the document, however, is a discussion of the ripple effect, the use of a control technique to influence behavior of other students by punishing one student as an example.

Also available from: National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036 ($0.25).

14. Goldenberg, Ronald. Pupil Control Ideology and Teacher Influence in the Classroom. 1971, 12p. ED 048 099

*Classroom Communication; *Discipline Policy; *Student Teacher Relationship; *Teacher Attitudes; Teacher Influence; *Verbal Communication

A study investigated whether pupil control ideology of teachers differentially affected their operational behavior in the classroom. Elementary school teachers employed in a suburban St. Louis district (N=260)

responded to the pupil control ideology from (PCI). From this group 20 were selected to comprise two experimental groups: Those with highest scores (custodial) and those with lowest (humanistic). Flanders' interaction analysis was then used to classify the classroom verbal-interaction of each teacher in the two groups during each of three 20-minute observation periods. Data was analyzed by utilizing the test of significance of a difference between proportions, Z to test three null hypotheses. There was no significant difference between the proportions of indirect verbal behavior, of direct verbal behavior, or of student verbal behavior. However, the humanistic and custodial SS in this study differed in the frequency of use of verbal behaviors categorized as 1) accepting and developing student ideas; 2) lecturing, giving facts or opinions; and 3) student-initiated verbal behaviors. In each case, the humanistic group of teachers utilized significantly more verbal behaviors classified as indirect than did the custodial group of teachers. It is therefore concluded that the pupil control ideology of the teacher does differentially affect selected verbal behavior in the classroom.

15. Harris, Florence R. Field Studies of Social Reinforcement in Preschool. October 1967, 18p. ED 047 772

*Behavior Change; *Behavior Problems; *Case Studies (Education); Child Development; Graphs; Preschool Children; *Reinforcement; *Social Reinforcement; Student Teacher Relationship; Teacher Behavior

This seminar paper reports case studies in the successful use of adult social reinforcement to modify problem behaviors of individual children in the laboratory preschool at the University of Washington, Seattle. After initially determining that teacher behavior functioned as a reinforcer in accordance with reinforcement principles, it became possible to study the effects of adult attention on behavior deficits such as excessive crying, extreme passivity, excessive isolate behavior, lack of speech, and hyperactivity. Through text and tables, a brief description of the reinforcement program for each of nine "problem" children is presented. Collectively, the case studies demonstrate the effectiveness of adult social reinforcement as a tool for helping children modify behaviors that handicap them.

16. Ille, Sister Janiece; Bezzi, D. R. Modification of Behavior: Application in Classroom Management. 1971, 24p. ED 073 084

Behavior Chaining; *Behavior Change; *Behavior Patterns; *Class Management; *Classroom Environment; *Learning Theories; Reinforcement; Stimulus Behavior; Student Behavior; Teacher Behavior

The emphasis of this research report was on modification of classroom behavior. After a brief introduction, the two main learning theories of Gestalt-field psychology and stimulus-response association were investigated. The importance of the individual in modifying his own

behavior was stressed in Gestalt-field psychology. The importance of conditioning the individual was focused upon in stimulus-response association. Of classical and instrumental conditioning, the latter was emphasized because of its modification of response through either positive or negative reinforcement. The application of punishment as a negative reinforcement to achieve extinction of patterned behavior was viewed in an unfavorable light. Instead, positive reinforcement schedules were stressed. Some principles to guide the teacher in the execution of these theories were presented. Classroom control was discussed in terms of setting both course of study and classroom goals. The influence of the teacher as a model of behavior was also stressed. It is recommended that total control or domination be avoided. A two-page bibliography was included.

17. Johnson, Stephen M. Self-Reinforcement Vs. External Reinforcement in Behavior Modification with Children. 1970, 13p. ED 065 196

*Attention Span; *Behavioral Science Research; *Behavior Change; Behavior Standards; Classroom Observation Techniques; Comparative Analysis; Discipline Problems; *Early Childhood; Experimental Groups; Individual Development; Personality Development; Primary Grades; *Self Control

The purpose of this study was to examine self-reinforcement as an agent of behavior change with children who were deficient in desired attention behaviors. Twenty three first and second grade school children were taught through external reinforcement procedures to raise their level of attention on a simple discrimination task. Subjects in one group were then taught to manage their own reinforcement contingencies and their performance was compared with that of a group continued on external reinforcement and a group for which reinforcement was discontinued. Results showed that groups receiving reinforcement performed at higher levels than the no reinforcement group. Self-reinforcement maintained discrimination behavior at as high a level as external reinforcement with no decrement in discrimination accuracy. Some greater initial resistance to extinction was evidenced in the self-reinforcement group as compared to the other groups. No differences in generalization of attentive behavior were found.

18. Klein, Roger D.; And Others. The Effects of a Systematic Manipulation of Contingencies Upon Overt Work Behavior in a Primary Classroom. 1972, 25p. ED 068 912

*Academic Achievement; *Behavior Change; *Kindergarten; *Positive Reinforcement; *Rewards; Social Reinforcement; Teacher Behavior

The study attempted to modify the on-task and task completion rates of three kindergarten children by altering the contingencies of reinforcement associated with these two work behaviors. During baseline, a fixed number of tokens was provided for task completion. While the remainder

of the class remained in this condition, teacher attention was increased for the target students, and then the contingencies were changed by presenting the fixed number of tokens spread out over the time necessary to complete the task. Increased teacher attention was found to produce reliable increases in on-task rate over the baseline condition. These increases were maintained when the contingencies were reduced, but additional significant increases did not occur. The on-task rate of the entire class changed reliably during all the experimental manipulations, but no functional relationships were established. Task completion rates did not respond systematically to changes in the experimental conditions.

19. Krauft, Virginia. The Use of Reinforcement Procedures to Increase the Percent of Study Behavior with a Kindergarten Child. 1970, 10p. ED 073 838

*Behavior Change; *Classroom Observation Techniques; *Individual Study; Kindergarten; Kindergarten Children; Operant Conditioning; *Positive Reinforcement; Student Behavior; Technical Reports

A study was conducted using positive reinforcement to increase and maintain the time spent participating in study behavior of a six-year-old female kindergarten student and to introduce the teacher to behavioral change techniques. Attending and non-attending study behaviors were observed during 30-minute independent study periods in the classroom. The S received a star for each two minutes (later, each minute) of appropriate study behavior. She could later exchange the stars for prizes and/or privileges that she valued. Reliability checks were made by comparison observations of the four observers. After six reinforcement sessions, positive reinforcement was discontinued to determine whether gains in study behavior were related to reinforcement. Reinforcement was initiated again after a percentage increase in non-study behavior was noted. Results showed the technique to be a success, but it is felt the experiment might have had a more lasting effect if the study had not been concluded prematurely by the closing of school.

20. LaVoie, Joseph C. The Effect of Type of Punishment on Resistance to Deviation. March 1973, 23p. ED 078 969

*Behavioral Science Research; *Early Childhood; *Elementary School Students; Grade 1; Grade 2; Negative Reinforcement; *Positive Reinforcement; *Punishment; Sex Differences

The comparative effectiveness of an aversive stimulus, withholding of resources, withdrawal of love and reasoning, when used alone and combined with praise, was assessed in the standard laboratory punishment paradigm using 120 first and second graders as subjects. Resistance to deviation was used as the measure of punishment effectiveness. Sex of child, use of praise, and type of punisher were combined in a 2 X 2 X 5 factorial design, with a female as the punitive agent. The most stable response pattern resulted from the use of an aversive stimulus. Neither use of

praise nor sex of child significantly influenced punisher effectiveness. The practice of grouping various punishment measures under the categories of sensitization and induction measures was discussed.

21. Queer, Glenn E. Discipline Study. July 1971, 57p. ED 063 660

*Behavior Problems; *Class Management; *Community Surveys; *Discipline; Discipline Policy; Misbehavior; Parent Attitudes; Principals; Student Behavior; Teacher Attitudes

This report discusses a study designed to elicit opinions from Pittsburgh School District principals, parents, and teachers concerning corporal punishment and other disciplinary action. Questionnaires were aimed at (1) determining reactions to current regulations governing the use of corporal punishment, (2) eliciting instances of experience or other arguments that would justify positions either for or against the use of corporal punishment, (3) monitoring opinions concerning the current status of discipline in the schools, and (4) securing additional suggestions relative to disciplinary actions and/or techniques that might prove useful in managing student behavior. The reactions of and the suggestions by the persons sampled are presented. Appendixes contain sample questionnaire forms.

22. Kust, Ray C. On the Social and Cultural Milieu of an Urban Black School: An Ethnographic Case Study. April 1972, 25p. ED 066 523

*Class Mangement; Cultural Factors; Disadvantaged Youth; Discipline; *Elementary Schools; Elementary School Students; Elementary School Teachers; *Ghettos; *School Environment; Social Factors; *Teacher Attitudes; Teacher Stereotypes; Urban Environment; Urban Schools; Violence

To understand the phenomena of academic success or failure among Black children in urban ghetto schools, one must look beyond the boundaries of the individual classrooms and examine the social and cultural milieu of the school itself. Both the milieu of the classroom and the milieu of the school appear to sustain one another in a pattern of reinforcement of the presently accepted values and modes of behavior. Thus, the factors which help to establish the atmosphere of the school affect that of the individual classroom as well. Thus, a cyclical effect occurs whereby the milieu of the school influences the learning experiences of the children, which in turn help to define the behavior and responses of the teachers and principal who have major responsibility for the general social themes present in the school. It is contended that such conditions as the negative expectations for the children, the utilization of violence on the children, the exchange of information among the teachers which allows the development of stereotypes as to performance and behavior, and the norms governing the use of classroom discipline are destructive of a humane and supportive learning milieu.

23. Starkey, John D.; And Others. Discipline: Are Older Teachers More Liberal Than Younger Ones? 1972, 7p. ED 074 053

*Age Differences; *Class Management; *Classroom Arrangement; Classroom Techniques; Discipline; Discipline Policy; Student Teacher Relationship; *Teacher Attitudes

A questionnaire was administered to 356 teachers and administrators enrolled in graduate courses at Northern Illinois University. The participants were divided into four age groups: 18-26, 27-33, 34-40, and over 40. The questionnaire investigated attitudes concerning the initiation of classroom discipline, effective methods for classroom discipline, and the effect of class structure on discipline. It was found that participants over 40 years of age are more liberal in many views concerning discipline than participants under 27 years of age. It was suggested that better classroom discipline will result from a) the principal's support of the teacher's view of a reasonable classroom, b) parent-teacher conferences concerning children with discipline problems, c) the establishment of discipline rules in the first few days of class, and d) a variation of teaching methods in the maintenance of discipline. It was also found that class structure was not effective in the maintenance of classroom discipline.

24. Webster, Gerald. Project IDEALS. Personal Development, Part III: Discipline, Student-Parent Relationships, Peer Relationships, Teacher Effectiveness, Guidance and Counseling. 1970, 86p. ED 077 847

Classroom Communication; *Discipline; *Guidance Programs; *Peer Relationship; Student School Relationship; *Student Teacher Relationships; *Teacher Influence

This is a booklet in the Project IDEALS series concerning personal development/social behavior. The first section details the various aspects and innovations concerning student discipline. Sections two and three deal with student-parent relationships and peer relationships respectively. A fourth section discusses teacher effectiveness in the classroom, and section five presents innovations in computer-assisted guidance and counseling. Bibliographies are included at the end of each chapter.

Also available from: J. B. White, Executive Secretary, Florida Educational Research and Development Council, College of Education, University of Florida, Gainesville, Florida 32601 ($2.00).

25. Yens, David P. The Interaction Between Reward Preference and Task Difficulty in a Computer Assisted Instructional Setting. Final Report. November 1971, 253p. ED 066 928

Arithmetic; *Complexity Level; *Computer Assisted Instruction; Elementary School Mathematics; Elementary School Students; *Motivation; Positive Reinforcement; *Reinforcement; Rewards; *Task Performance

Two aspects of motivation were investigated in this study: the use of individual incentives to enchance learning, and the effect of different levels of task difficulty on the effectiveness of these individualized incentives. One hundred-forty-two fourth and fifth grade students were subjects. Individual preferences for rewards that would serve as incentives were first assessed through a reward preference inventory, and then each subject was randomly assigned to one of three levels of incentive (most preferred reward, least preferred reward, or no reward) and to one of four levels of task difficulty in a computer-assisted arithmetic lesson. Task time and number of problems attempted were dependent variables. While results were generally not congruent with expectations, there was some indication that the promise of a reward will cause students to work longer on a task than no promise of a reward, and the promise of a most preferred reward will be more potent than the promise of a reward of lesser prefernce. In addition, no support was found for any of the theories of interaction between motivation and task difficulty.

References from Current Index to Journals in Education (CIJE)

1. Becker, Wesley C. Applications of Behavior Principles in Typical Classrooms. National Society for the Study of Education Yearbook, v72 n1, pp77-106, 1973. EJ 074 109

2. Brown, Richard A. Interaction Effects of Social and Tangible Reinforcement. Journal of Experimental Child Psychology, v12 n3, pp289-303, December 1971. EJ 048 296

3. Carducci, Dewey J. He's Asking for It. Changing Education, v18, Feb 1972. EJ 051 476

4. Dixon, Carol. Guided Options as a Pattern of Control in a Headstart Program. Urban Life and Culture, v1 n2, pp203-216, July 1972. EJ 065 624

5. Ediger, Marlow. Discipline and Learning. Education, v93 n3, pp282-284, February-March 1973. EJ 072 544

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7. Gnagey, William J. Controlling Classroom Misbehavior. NJEA Review, v46 n9, pp24-25, 61, May 1973. EJ 075 762

8. Grusec, Joan E. and Ezrin, Sharyn A. Techniques of Punishment and the Development of Self-Criticism. Child Development, v43 n4, pp1273-1288, December 1972. EJ 067 151

9. Herman, Steven H. and Tramontana, Joseph. Instructions and Group Versus Individual Reinforcement in Modifying Disruptive Group Behavior. Journal of Applied Behavior Analysis, v4 n2, pp113-119, Summer 1971. EJ 057 124

10. Holt, Gary L. Effect of Reinforcement Contingencies in Increasing Programmed Reading and Mathematics Behaviors in First-Grade Children. Journal of Experimental Child Psychology, v12 n3, pp362-369, December 1971. EJ 049 168

11. Howard, Alvin H. Discipline is Caring. Today's Education, v61 n3, pp52-54, March 1972. EJ 054 110

12. Janze, Henry L. and Others. Teacher Attitude as a Function of Locus of Control. Alberta Journal of Educational Research, v19 n1, pp48-54, March 1973. EJ 076 907

13. Kubany, Edward S. and Others. The Good Behavior Clock: A Reinforcement/Time Out Procedure for Reducing Disruptive Classroom Behavior. Journal of Behavior Therapy and Experimental Psychiatry, v2 n3, pp173-179, September 1971. EJ 047 671

14. Ladd, Edward T. Moving to Positive Strategies for Order-Keeping with Kids Accustomed to Restrictions, Threats, and Punishments. Urban Education, v6 n4, pp331-347, January 1972. EJ 049 957

15. Masry, Barbara. Children Need Structure. Instructor, v82 n2, pp74-75, October 1972. EJ 067 436

16. Morris, William N. and Others. The Effect of Vicarious Punishment on Prosocial Behavior in Children. Journal of Experimental Child Psychology, v15 n2, pp222-236, April 1973. EJ 078 951

17. Mueller, Richard and Baker, James F. Games Teachers and Students Play. Clearing House, v46 n8, pp493-496, April 1972. EJ 056 597

18. Palardy, J. Michael and Mudrey, James E. Discipline: Four Approaches. Elementary School Journal, v73 n6, pp297-305, March 1973. EJ 076 460

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20. Piper, Terrence and Others. A Token Reinforcement Procedure in a Third Grade Inner City Classroom. Education, v92 n3, pp18-22, November-December 1972. EJ 070 654

21. Renshaw, Domeena C. How Can Teachers Cope with Stealing in the Classroom? Journal of School Health, v42 n7, pp405-407, September 1972. EJ 062 912

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23. Schultz, Edward W. and Lambert, Carol A. Peer Influence for Changing Dysfunctional Classroom Behavior. Illinois School Research, v9 n1, pp15-17, Fall 1972. EJ 069 265

24. Vane, Julia R. A School Behavior Modification Program: Teacher Attitudes a Year Later. Behavior Therapy, v3 n1, pp41-44, January 1972. EJ 053 645

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26. Willis, Jerry W. Consultation in an Urban Ghetto School. Mental Hygiene, v56 n1, pp31-38, Winter 1972. EJ 051 455

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B. TEACHER TRAINING AND TEACHING TECHNIQUES

References from Research in Education (RIE)

1. Alper, T.; And Others. The Use of Film-Mediated Modeling and Feedback to Change a Teacher's Classroom Responses. 19p. 1972. ED 067 389

*Classroom Communication; *Feedback; Learning Theories; *Reinforcement; *Student Teacher Relationship; *Teacher Education; Verbal Communication

The study investigates some of the procedures involved in training teachers to use their verbal attention (to students) on a contingent basis. The results suggest that a combination of modeling and feedback can increase a teacher's positive responses to students. Both film-mediated modeling and feedback of performance were used to change one teacher's behavior in his classroom. The relative contributions of each of the techniques in increasing the teacher's positive statements and decreasing the negative ones were measured using a multiple baseline design. The modeling treatment produced changes in the desired direction, but a trend analysis indicated that the new behavior was not maintained. Feedback of performance served either to maintain or to accelerate changes in the desired direction. The results suggest that proper scheduling of feedback would lead to better maintenance of new patterns of behavior. Consistent with observational learning theory, modeling stimuli can promote initial change, but sustained performance requires systematic reinforcement.

2. Ayllon, T.; McCullen, G. Academic Objectives in Classroom Management. 1970, 31p. ED 059 510

Academic Achievement; *Academic Performance; *Behavioral Objectives; *Behavior Problems; *Classroom Observation Techniques; *Effective Teaching; Elementary School Students; Teacher Behavior

The misbehavior of children often presents a severe problem to the classroom teacher. An attempt is reported here to eliminate such misbehavior by strengthening a competing and educationally relevant class of behavior, namely academic performance. A classroom was selected in an urban school which included children with the most severe behavior problems. Fourteen children, ages 6 to 9 years, were included in this study. A simple but reliable method for recording the behavior of the teacher in the classroom was first developed; the emphasis in the recording was placed on objective definition and quantification of behavior relevant to academic performance in the classroom. Through training in behavioral procedures, the teacher was able to eliminate the behavior problems while increasing her effectiveness in the classroom as measured by (1) the proportion of time per day spent discussing academic subject matter with the class; (2) the daily number of assignments given to each pupil; and (3) the proportion of correct work performed by the pupils.

The increase in academic achievement by the students and the increase in teaching time by the teacher occurred in a matter of 4 academic days. An additional finding was that 6 out of the 14 children were promoted to the regular classroom following the behavioral intervention.

3. Baker, Robert L.; And Others. Developing Instructional Specifications. 1968, 54p. ED 069 610 Not available from EDRS.

*Behavior Change; *Change Agents; *Changing Attitudes; *Instructional Innovation; *Instructional Programs; Student Behavior; Teacher Behavior

This document presents the development of instructional specification (IS), a strategy designed to assist in moving systematically from the statement of desired outcomes to the point that sufficient cues are available to initiate the development of instructional materials and procedures. Five sections which can serve as a blueprint for developing an IS include terminal behavior; instructional cues; elicitors of student responses; limits defining situations where the desired response is appropriate, or where it is not appropriate but has a high probability of occurrence; and entry behavior. Detailed explanations of each section, examples of IS, and exercises for comprehension are presented.

Availability: Southwest Regional Laboratory for Educational Research and Development, 11300 La Cienega Boulevard, Inglewood, California 90304 (no price quoted).

4. Brown, Jeannette A.; And Others. Changing Culture Perceptions of Elementary School Teachers. ED Occasional Paper Number 9. April 1972, 31p. ED 066 537

Changing Attitudes; *Class Management; Classroom Observation Techniques; Discipline; *Elementary School Teachers; *Inservice Teacher Education; Student Behavior; Student Teacher Relationship; *Teacher Attitudes; Teacher Behavior; *Teacher Workshops; Training; Training Techniques; Video Tape Recordings

The Portsmouth Project attempted to develop a consciousness in teachers of how they acted in their own classrooms and of the effect their behavior had on the learning environment of children. A basic assumption of the program was that teachers will change their style of interacting with students in the classroom if they become more aware of their own behavior. Given an opportunity to examine their own teaching techniques and to form models of desired behavior, teachers will create more effective classroom learning climates for their charges. Not only will the training sessions be positively perceived by teachers, but the modified teacher behavior will have a positive impact on the pupils. The Portsmouth test situation, therefore was designed to provide teachers with such an opportunity to observe, discuss, and analyze themselves and others on

The solution to eradicating disciplinary practices detrimental to learning seems to the authors to rest in providing teachers with

systematic training in classroom management. The format of the training sessions was designed to provide teachers with these opportunities through observation, discussion, and analysis of videotapes. Not only will the training sessions be positively perceived by teachers, but the sessions will also have a positive impact on the pupils.

5. Carter, Kyle R. Techniques to Improve Classroom Control and Instruction. 1972, 6p. ED 075 474 Not available from EDRS.

*Behavior Change; Behavior Problems; Class Management; *Discipline; School Psychologists; Seminars; Student Participation; *Teacher Behavior; *Teaching Methods

The school psychologist's job is to insure that the school setting is as conducive to learning as possible, stimulating children to respond to instruction and discouraging misbehavior that serves to avoid instruction. Many teachers do not realize the full implications for children of their actions and verbalizations. A teacher's behavior can extinguish the child's enthusiasm for learning and encourage misbehavior. Studies have shown that the amount of actual learning behavior emitted by students is relatively small when compared to the teacher's verbalizations. Both the type of instructional program that should be employed and the type of controlling methods to be used in obtaining appropriate behavior should be considered. Punishment merely suppresses inappropriate behavior, while ignoring misbehavior can be more effective. If this is not practical or effective, a combination of punishment and reinforcement of appropriate behavior can be used. In a procedure called time-out, the child who misbehaves is physically removed from the situation and placed in an environment free from stimuli reinforcing misbehavior. The best method is to reinforce good behavior. Most behavior problems could be eliminated and instruction enhanced if classrooms allowed for individuality in rates, active participation by students, and reinforcement for good behavior or academic achievement. Not available separately. Contact Tests, Measurement and Evaluation Clearinghouse (address in back).

6. Cook, J. Marvin. Behavioral Objectives and the Supervisor. An Occasional Paper. November 1971, 17p. ED 066 825

*Administrator Role; *Behavioral Objectives; Cognitive Objectives; Course Objectives; *Supervisors; Supervisory Activities; *Supervisory Methods; Teacher Administrator Relationship; *Teacher Role; Teacher Supervision

The supervisor facilitates the students' attainment of the instructional objective by (1) diagnosing the curriculum (in particular the behavioral objectives) and the teachers, (2) prescribing steps to remedy areas of concern with respect to the curriculum and the teachers, and (3) enabling changes in the curriculum to occur while at the same time enabling the teachers to acquire those new competencies they need in order to enable the students to succeed. When behavioral objectives are established for the students in the classroom, those objectives become the supervisor's instructional objectives.

7. Crawford, Patricia; Speers, Robert. Classroom Management: Some Answers from the Behaviorists. March 1970, 41p. ED 066 429 Document not available from EDRS.

Behavioral Objectives; *Behavior Change; Behavior Development; *Class Management; *Classroom Techniques; Conditioning; Discipline; Learning Theories; *Reinforcement; *Teaching Techniques

This paper provides the teacher with a brief introduction to the principles of behavior modification. Major areas of concern deal with the history of behavior modification, implications for the concept of mental health, the teacher's role, the difference between behavior modification and other forms of control, reinforcement, the role of punishment in the behavior modification approach, informing the student of the "rules" of behavior modification and the ethical implications. Three case studies indicate the effects of behavior modification on the isolate behavior of a nursery school child, the control of a hyperactive child, and the effects of a token program. The summary indicates that although behavior modification cannot provide solutions for all problems, it can provide the teacher with an additional technique. A 26-item bibliography and a series of extracts from a report (March 1970) of the American Educational Research Association (AERA) meetings are included.

Availability: Research Department, The Board of Education for the City of Toronto.

8. Feriden, William E., Jr. Classroom Management Through the Application of Behavior Modification Techniques. 1970, 62p. ED 073 392

*Behavior Change; Behavior Development; Behavior Patterns; *Behavior Problems; Books; *Change Agents; Children; Classroom Environment; *Operant Conditioning; Reinforcement; *Student Behavior; Students; Teachers; Teaching Techniques

The primary aim of this book is to bring to the grade school teacher a survey of the most recent techniques and ideas of behavior modification which are applicable to good classroom management. All of the appreaches and techniques presented could be of interest to teachers working at all grade levels. Since research has shown that the systematic application of behavior modification principles can bring about needed behavior change in educational settings, the teacher must assume the role of behavioral engineer and through the application of behavior modification techniques create a classroom atmosphere that not only leads to desired instructional outcomes but reduces the chances of a child learning inappropriate responses. Hyperactive, aggressive, negativistic, dependent, and withdrawn children are discussed as well as specialized techniques for handling these children: vicarious reinforcement, negative practice, self-monitoring behavior, behavioristic reviewing, behavioristic psychodrama, adjustment inventory, and the sociometric technique. References are included.

9. Glasser, Edward M.; Sarason, Irwin G. Reinforcing Productive Classroom Behavior: A Teacher's Guide to Behavior Modification. Final Report. September 1970, 48p. ED 049 469

*Behavior Change; *Behavior Problems; *Case Studies; Class Management; Classroom Environment; Elementary Schools; Operant Conditioning; Reinforcement; *Teacher Role; *Teaching Guides

Designed to be of help to classroom teachers who may not be trained in the application of operant conditioning methods to classroom behavior, this guide to behavior modification attempts to provide praetical suggestions which have been validated in research studies. Contained in the guide are descriptions of some common elementary classroom problems, the principles and ethical considerations in the use of behavior modification, suggestions for creating a better learning climate in the classroom, examples of practical applications of behavior principles, and several illustrative case studies based upon research investigations. Appended is a glossary of behavioral terms and an annotated bibliography. While the examples for the guide are drawn from the elementary level, teachers working with older children may find helpful suggestions applicable to their own classrooms.

10. Koller, Martin M. Small Group Inquiry. March 1972, 80p. ED 069 604

*Behavior Change; Changing Attitudes; *Classroom Techniques; Communication Skills; Group Discussion; Group Structure; Human Development; *Individualized Instruction; Inquiry Training; Interpersonal Relationship; Learning Motivation; Problem Solving; Self Concept; *Small Group Instruction; Student Participation

Learning in small groups is a practical way to bring about behavior change. The inquiry learning process is perceived to be the most natural and scientific way of learning. Skills developed include those of problem-solving task analysis, decision-making, value formation and adaptability. The art of small group interaction is developed. Factual learning is equal to or greater than that resulting from other methods. Conceptual learning and knowledge retention resulting from this method are superior to that of others. Attitudes, interests, differing learning styles, and feelings are provided for in an effective and meaningful way. The two units presented are designed to assist the teacher in implementing the process. Facilitative worksheets are included. An annotated bibliography provides support for the propositions. The units have been used with students in the third, fifth, eighth, tenth, eleventh, and twelfth grades.

11. Kosier, Kenneth P. Effects of a Behavior Modification Lecture on Teachers' Rate of Compliments and Reprimands, and their Students' Time-On-Task. March 1971, 5p. ED 066 696

Behavioral Objectives; *Behavior Change; Behavior Development; *Change Agents; Educational Research; *Elementary School Students; *Elementary School Teachers; *Teacher Behavior; Teacher Role

This study evaluated the effectiveness of a lecture on behavior modification techniques given to three elementary teaching staffs that were volunteered by their principals. It was expected that the group lecture would result in significant increases of teacher compliments and decreases of teacher reprimands even though the teachers did not request the lecture directly. These changes in teacher response to student behavior were then expected to be reflected in increases of the percent of students observed to be engaged with the assigned task in each classroom. Thirty-four teachers selected randomly from three elementary schools were observed for ten minutes one week before and three weeks after receiving the behavior modification lecture. The results indicated that the rate of teachers' compliments increased and reprimands decreased significantly following the lecture on behavior modification. The results, therefore, indicate that students' classroom functioning can be changed by teachers' application of behavior modification techniques.

12. Langenbach, Michael; Letchworth, George A. Disciplinary Techniques: Repertoires and Relationships. 1971, 25p. ED 049 178

*Discipline; *Discipline Policy; *Elementary School Teachers; Rural Schools; *Secondary School Teachers; Suburban Schools; *Teacher Experience; Urban Schools

A total of 300 elementary and secondary public school teachers were surveyed in order 1) to develop a taxonomy of disciplinary techniques that is both quantitative and qualitative; and 2) to compare the relationship of teachers' disciplinary repertoires with type of school (urban, suburban, or rural), age of pupils, and teacher experience. The teachers responded to a questionnaire which asked them to list the types of disciplinary techniques they use in the classroom. Results indicated that among all the teachers in the sample, temporary loss of freedom was the most frequently used technique, whereas permanent removal and non-verbal techniques were the least frequently used. Multiple analysis of variance indicated several differences in disciplinary techniques between teachers in different types of schools, with different ages of children, or of different experience. It is suggested that further study be done on this topic using actual observation of teachers in the classroom.

13. Melching, William H.; And Others. Introducing Innovation in Instruction: In-Service Teacher Workshops in Classroom Management. November 1970, 42p. ED 048 098

Behavioral Objectives; *Class Management; Elementary School Teachers; *Inservice Teacher Education; Instructional Materials; *Teacher Workshops

An integrated set of summer workshops was conducted for elementary teachers in the River Rouge, Michigan, School District (for eight teachers and eight aides from each of grades 1, 2, and 3 representing all four elementary schools) to introduce them to and provide practice in selected innovative techniques for the management of classroom behavior and instructional materials. The three teacher workshops dealt with development and use of instructional objectives stated in performance terms, implementation of the concepts of learning modules and mastery tests, and application of contingency management techniques for controlling student behavior in the classroom. The program provided participants with first hand practice and experience. Numerous practical exercises were built into each schedule, and participants were asked to use instructional materials, course content, and specific behavior problems from their school-year environments and experiences. In the contingency management workshop, classroom practice was held with pupils, and teachers alternating as teachers and observers. Additional workshops were conducted for administrative and supervisory personnel to enable them to provide knowledgeable support to the teachers in implementing the new techniques during the school year. Workshops were considered successful. A follow-up program will assist the teachers in implementation and evaluate the effectiveness of the innovative techniques in the classroom.

14. Meyers, Joel. Mental Health Consultation & Reinforcement Principles in Teacher Consultation. 1971, 13p. ED 069 799

*Behavior Change; Behavior Problems; Case Studies; Class Management; Conflict Resolution; *Counseling Services; Power Structure; *Reinforcement; *Teacher Attitudes

This paper dealt with the importance of using both behavior modification and consultation principles in work done with teachers. A case study was presented in which a teacher effectively implemented a behavior modification program to control the disruptive behavior of one child. However, this did not generalize to the total classroom which was still out of control. Subsequently, consultations regarding the teacher's conflicts over being an authority figure were followed by a more controlled classroom atmosphere.

15. Sears, Pauline S. Effective Reinforcement for Achievement Behaviors in Disadvantaged Children: The First Year. August 1972, 88p. ED 067 442

*Academic Achievement; Classroom Environment; *Disadvantaged Youth; Economically Disadvantaged; Educational Strategies; Elementary School Students; Individualized Instruction; *Individual Power; *Reinforcement; *Self Concept; Student Attitudes; Teacher Attitudes; Teacher Education

This report describes the results of the first year of a five-year study whose overall aims are twofold: (1) to discover classroom strategies that can improve students' achievement, their self concept, and their belief in their

own ability to control the type of reinforcement they receive in school; and (2) to develop procedures for training teachers to employ these strategies. The specific aims of the first year were to select instruments to assess the attitudes and classroom behavior of both children and teachers, and to ascertain the relationships, in a small sample of classrooms, between characteristic teacher behaviors and children's end-of-year achievement and attitudes. The sample was composed of six third-grade classes and their six teachers from a low-income, predominantly Black district; measures were taken early in and at the end of the school year. Since the sample for the first year of the study was small, the results described here are considered to be tentative. Evidence from the first year suggests that an individualized style of teaching, as contrasted with group instruction, significantly increases students' verbal achievement; individualized teaching appears to be especially effective with those children with a relatively positive self concept to start with. The development of such a self concept and a belief in internal control of reinforcement appears to be more likely among children who are well regarded socially by teachers and peers.

16. Swoope, Karen F.; Sattler, Howard E. Observer Effect on Teacher Use of Token Reinforcement. February 1973, 9p. ED 076 579

Behavioral Objectives; *Behavior Change; *Inservice Education; *Positive Reinforcement; *Reinforcement; Student Behavior; *Teacher Behavior; Teacher Education

Data were collected on rate-per-minute of administering token reinforcement of one male and seven female teachers enrolled in a behavior modification seminar. The study was conducted in four self-contained and four open classrooms. In the observer-present condition, data were obtained during 15-minute classroom observation periods. In the observer-absent condition, data were taken from token record cards maintained by pupils. When observer-present and observer-absent conditions were compared, reinforcement rates indicated significantly higher rates of token delivery in the observer-present condition. It was recommended that the observer effect might have serious implications for those programs whose assessment procedures introduced an observer into the classroom to collect data on changes in targeted teacher behavior.

17. Thomson, Carole; And Others. Child Management in the Cognitive Preschool Model. 1972, 6p. ED 069 385

Behavior Development; Behavior Problems; Classroom Games; *Preschool Children; Preschool Teachers; *Problem Solving; *Self Control; Supervisory Training; *Teaching Guides; Teaching Techniques

In this working paper which is being revised as part of a curriculum manual for later publication, the prevention and treatment of some classroom problems are summarized. Some guidelines are provided for teachers

of preschool classes, dealing with the importance of consistent routines, of allowing the child a choice in his classroom work, and of avoiding confusion and frustration when tasks are too difficult for the child. Aggression, defiance or withdrawal are less likely to occur as children learn new concepts and are more in control of their feelings. The four chapters are headed: I. Developing Impulse Control Through the Daily Routine; II. Classroom Structure and Impulse Control; III. Teacher Planning Can Prevent "Management" Problems; and IV. Classroom Hints.

References from Current Index to Journals in Education (CIJE)

1. Arredondo, Daisy and Throm, Sam. Utilizing Multi-Media in Teaching for Attitude Changes. AV Guide: The Learning Media Magazine, v51 n5, pp9-11, May 1972. EJ 066 661

2. Cohen, Stuart and Hersh, Richard. Behaviorism and Humanism: A Synthesis for Teacher Education. Journal of Teacher Education, v23 n2, pp172-176, Summer 1972. EJ 064 307

3. Gaines, Elizabeth. Afraid to Discipline? Instructor, v82 n2, p 181, October 1972. EJ 067 575

4. Grube, John R. The Effect of Behavioral Objectives on Classroom Management. Educational Technology-Teacher and Technology Supplement, v11 n10, pp57-58, October 1971. EJ 047 474

5. Hunkler, Richard. How to Free an Elementary School Mathematics Class From the Textbook Syndrome. School Science and Mathematics, v72 n7, pp637-640. October 1972. EJ 066 718

6. Kaplan, Bert L. Classroom Discipline Is More Than Technique. Elementary School Journal, v73 n5, pp244-250, February 1973. EJ 072 564

7. Leeson, Jeanne. Beginning Teacher. Instructor, v82 n6, p 23, February 1973. EJ 069 269

8. Schubert, Delwyn G. Negative Practice--Why Not Give It A Try? Education, v93 n1, pp80-81, September-October 1972. EJ 065 284

9. Singer, Marilyn and Clarkson, Philip. Positive Reinforcement. Elementary School Guidance and Counseling, v7 n1, pp71-72, October 1972. EJ 065 300

10. Vaal, Joseph J. The Decrease of Unintelligible Verbal Responses Through the Use of Operant Conditioning Techniques. Psychology In The Schools, v9 n4, pp446-450, October 1972. EJ 067 138

11. Wadd, K. Classroom Power. Education for Teaching, n89, pp42, Fall 1972. EJ 075 942

C. EXCEPTIONAL CHILD

References from Research in Education (RIE)

1. Advani, Ken; Beaumaster, Eugene. The Use of Behaviour Modification Techniques in a Class of Slow Learners. A Research Report. January 1973, 54p. ED 077 161

   *Behavior Change; Behavior Rating Scales; *Class Management; *Elementary School Students; *Exceptional Child Research; Learning Disabilities; Operant Conditioning; Reinforcement; *Slow Learners; Student Behavior; Student Participation

   Rules were established, improved behavior was rewarded, and undesirable behavior was ignored to change disruptive classroom behavior of 25 slow learning 10-year-olds and 13 controls in a classroom setting. Experimental teachers were instructed in application of behavior modification principles. Burk's Behaviour Rating Scale (included) was used to pinpoint target behavior of Ss, and parents were surveyed to obtain information on behavior of slow learners during the experimental period. Four rules established with student participation included putting up hands to talk, staying at desks to work quietly, refraining from interrupting the teacher, and refraining from interrupting the class. Reinforcement was in the form of free time during the last period of the school day. Data showed a significant decline in the recorded means of unacceptable behaviors for both groups during the experimental period, but the control group mean was significantly lower according to both pretest and posttest data.

2. Barnard, James W. Childhood Behavior Problems as They Relate to a Dynamic Model of Psycho-Social Development. Volume 2, Number 4. 1971, 32p. ED 052 552

   *Behavior Problems; Child Psychology; *Developmental Psychology; *Emotionally Disturbed; *Personality Development; Psycho-educational Processes; Socialization

   The paper relates the development of childhood behavior problems to a developmental theory of the acquisition of psycho-social skills in children. The influence of Eric Erikson (1950) on the ideas expressed is acknowledged. It is stated that each of the major types of behavior problems (withdrawal, impulsivity, dependence) results from a major disruption at a specific point in a child's psycho-social development, and that to understand the meaning of the behavior problems evidenced, it must be determined where the process of psycho-social development has broken down. Described in detail are the following three stages of development: the development of basic trust (birth to 18 months of age), the process of socialization (18 months to 4 years of age), and the development of independence (4 to 10 years of age).

3. Beckman, Kenneth R. Characteristics of the Child with Learning Disabilities. 1968, 14p. ED 060 578

*Behavior Patterns; *Behavior Problems; *Class Management; *Learning Disabilities; Student Behavior

The discussion, addressed to teachers, enumerates and describes behavioral characteristics which are commonly attributed to the learning disabled child. Characteristics covered include hyperactivity, dis-inhibition, inability to handle frustration (catastrophic reaction), perseveration, distractibility or reaction to detail, intensity of response, rigidity (insistence on status quo), guilelessness, awkwardness, destructiveness, and social immaturity. Brief suggestions are made to the teacher for handling classroom behavior problems arising from these particular characteristics.

4. Buckholdt, David; And Others. Effect of Contingent Reinforcement on Reading Performance with Primary Special Education Children. 1971, 20p. ED 054 566

Behavior Change; *Educable Mentally Handicapped; *Exceptional Child Research; Mentally Handicapped; *Positive Reinforcement; Reading Difficulty; *Reading Speed; *Slow Learners

A positive reinforcement system was designed to see if reinforcement procedures, proven effective in modifying a wide range of disruptive classroom behaviors, would be effective for children who are not particularly disruptive but who work so slowly and ponderously that they fail to make satisfactory academic progress. Subjects were five such slow learners, ages 7-9 years, who, because of measured IQs of 65-80, were in a special remedial class. Reading, using the Sullivan Programed Reading Series, was selected as the remedial experimental task. An ABAB reversal design was used to test effectiveness of reinforcement system in accelerating rate of working in the readers, defined as number of correct responses per day. In A OR baseline conditions, students worked on programed reading frames without extrinsic reinforcement, while in B conditions individual reinforcement contingencies were set (points exchangeable for store items). It was found that number of correct responses per daily 20-minute period was accelerated over baseline while accuracy remained high in condition B. When performance contingencies were withdrawn, performance deteriorated, but recovered when contingencies were reinstated.

5. Dobson, Russell; Brewer, Leon. The Perception and Treatment by Teachers and Principals of the Behavior Problems of Elementary School Children. 1971, 13p. ED 057 533

Attitudes; Behavior Change; *Behavior Problems; Classification; Discipline Problems; *Elementary School Students; *Exceptional Child Research; *Principals; *Teacher Attitudes

Compared were attitudes of elementary school teachers and principals on their classification of student behavior and discipline problems and behavior change treatment needed. Subjects consisted of 170 elementary school teachers and 15 principals in a mid-western city school system. Reaction of teachers and principals to discipline and behavior problems and their suggested treatment were rated on the behavioral problems inventory and the behavioral problems treatment sheet (Dobson, 1966). The statistical method utilized in testing the hypotheses was chi-square, with the level of confidence set at .05. The findings considered to be most significant were that elementary school principals differed significantly from elementary school teachers in their perception of the seriousness of behavioral problems of elementary school children, with principals perceiving the acts as less serious than the teachers, that significant differences in attitudes toward treatment of behavioral problems existed between principals and teachers, and that principals and teachers were in agreement on the value of parent teacher conferences as an effective method of treating behavior, with the principals also favoring parent child teacher conferences.

6. Environmental Programming for the Deaf-Blind. 1972, 126p. ED 069 057

*Behavior Change; *Deaf Blind; *Environmental Influences; *Exceptional Child Education; Guidelines; Multiply Handicapped; Operant Conditioning; Reinforcement; Workshops

Presented are the proceedings of an environmental programming workshop on deaf blind individuals at which principles, techniques, and examples of behavior modification were discussed and demonstrated. Rules for data collection are given as well as explanations of the categorizing, the measuring devices, and the data sheets involved in behavior measurement. Basic principles of reinforcement, extinction, and punishment are discussed. Identified are the objectives of a film which contrasts an unstructured custodial program and a program which utilizes the principles of positive reinforcement, extinction, and punishment in an institutional setting. Explanations and specific applications of the following techniques are presented: shaping, fading, response chaining, modeling, imitation, reinforcement of incompatible behavior, time out, and response cost. Training and maintenance procedures specifically related to the following activities are examined: toilet training, hand washing, self care, dressing, eating, social behavior, aggressive behavior, stereotyped motor movements, and self abuse. Guidelines for instructing parents in homebased management techniques are provided.

7. Exceptional Children Conference Papers: Behavioral and Emotional Problems. 1972, 87p. ED 062 733

Behavior Change; *Behavior Problems; *Conceptual Schemes; Conference Reports; *Emotionally Disturbed; *Exceptional Child Research; Learning Characteristics; Models; Reinforcement; *Theories; Underachievers

Four of the seven conference papers treating behavioral and emotional problems concern the conceptual project, an attempt to provide definition and evaluation of conceptual models of the various theories of emotional disturbance and their basic assumptions, and to provide training packages based on these materials. The project is described in papers focusing on general overview, rationale, counter theory and dissemination phase, and evaluation. The three other papers discuss anxiety, intelligence, and behavior variables as predictors of learning in disturbed adolescents; the effects of a token system on the out-of-seat behavior of a 7-year-old boy; and academic survival skill training (involving modeling, cueing, and various types of reinforcement) for low achieving children.

8. Friar, John T. Factors of Predicted Learning Disorders and their Interaction with Attentional and Perceptual Training Procedures. February 1973, 16p. ED 078 919

*Attention Control, Attention Span, Auditory Discrimination, *Behavior Problems, *Discrimination Learning, Grade 1, *Learning Difficulties, *Perceptually Handicapped, Technical Reports, Visual Discrimination

Two factors of predicted learning disorders were intestigated: (1) inability to maintain appropriate classroom behavior (BEH), (2) perceptual discrimination deficit (PERC). Three groups of first-graders (BEH, PERC, normal control) were administered measures of impulse control, distractability, auditory discrimination, and visual discrimination. Results verified that BEH children were impulsive and distractable, while PERC children lacked discrimination skills. Half of the BEH and PERC groups received attentional training, while the other half received perceptual training. Both groups then participated in a discrimination learning experiment. Results showed a significant GROUP x TRAINING interaction and significant improvement for the BEH group with attentional training.

9. Hamblin, Robert L.; and Others. The Humanization Processes: A Social, Behavioral Analysis of Children's Problems. 1971, 305p. ED 062 584 Document not available from EDRS.

Academic Achievement; Aggression; Anti Social Behavior; *Autism; *Behavioral Science Research; Behavior Change; *Behavior Problems; Case Studies; Child Development; *Child Psychology; Disadvantaged Youth; Human Engineering; Language Development; Learning Theories; Reading Instruction; Reinforcement; Remedical Programs; *Social Development

Research and development work performed by the authors as employees of the central Midwestern Regional Educational Laboratory is treated in this book concerning the acculturation processes through which children develop the essential human characteristics, in particular, the humane processes of humanization. The 10 chapters of the book are: 1. Introduction; 2. The Young Child; 3. Inner-city children; 4. Inner-city

classes: problems and procedures; 5. The hyperaggressive child: 6. Two aggressive lives; 7. The autistic child; an introduction; 8. Autism; Its remediation: 9. Infantile autism: A case study in remediation; and 10. Theoretical conclusions. The two appendixes to the book present the mathematical properties of learning curves and references. An author and a subject index is provided.

Availability: Wiley-Interscience, a Division of John Wiley & Sons, Inc., 605 Third Avenue, New York,New York 10016 (no price given).

10. Long, Nicholas J., Ed.; and Others. Conflict in the Classroom: The Education of Children With Problems. 1971, 587p. Document not available from EDRS. ED 052 556

*Behavior Problems; Class Management; Clinical Diagnosis; *Educational Methods; Educational Programs; *Emotionally Disturbed; *Emotional Problems; *Exceptional Child Education; Identification; Therapy

The collection of readings deals with teaching and managing both emotionally disturbed children and children who are in a state of emotional disturbance or conflict due to external factors. The readings in the first chapter, selected from fictional and non fictional literature and other sources, illustrate how it feels to be emotionally disturbed by describing what the disturbed child feels like from within. The chapter is divided into three parts: one pictures basic intrapsychic difficulties, the second shows aspects of society which breed disturbed behavior, and the third concerns drug use. Other chapters contain selections on identification and diagnosis of the disturbed child, kinds of help available (individual psychotherapy, therapies with different media, group therapy), kinds of schools and programs available, teaching strategies (the behavior modification, educational, behavioral science, and social competence models and, particularly, the psychoeducational model), mental hygienic management in the classr-om, and evaluation of methods and treatment. Chapters are preceded by editors' introductions and individual articles are often followed by editorial comments.

Availability: Wadsworth Publishing Company, Inc., Belmont, California 94002.

11. Lovaas, O. Ivar; and Others. Some Generalization and Follow-up Measures on Autistic Children in Behavior Therapy. 1972, 66p. ED 067 781

*Autism; *Behavior Change; Emotionall Disturbed; *Exceptional Child Research; Followup Studies; Institutionalized (Persons); *Language Instruction; *Operant Conditioning; Reinforcement; Socially Deviant Behavior

Reported was a behavior therapy program emphasizing language training for 20 autistic children who variously exhibited apparent sensory deficit, severe affect isolation, self stimulatory behavior, mutism, echolaic speech, absence of receptive speech and social and self help behaviors, and self destructive tendencies. The treatment emphasized extinction of pathological behaviors through reinforcement withdrawal, aversive stimuli, or reinforcement of incompatible behavior, and language training. Measures of change included multiple response recordings of self stimulation, echolalic speech, appropriate speech, social nonverbal behavior, and appropriate play, along with Stanford Binet Intelligence Test and Vineland Social Maturity Test Scores. Results were given as group averages followed by extensive discussions of changes in individual groups and children. Findings were summarized as follows: pathological behaviors (echolalia, self stimulation) decreased while desired behaviors (appropriate speech, play, social nonverbal behavior) increased; all children improved, some more than others; followup measures 2 years after treatment showed large differences depending upon the posttreatment environment; and reinstatement of therapy reestablished original therapeutic gains in the institutionalized children.

12. Mattson, Robert H.; and Others. Assessment and Treatment of Deviant Behavior in Children--Section One: Introduction and Project Overview. Final Report. 1970, 12p. ED 049 589

*Behavior Change; Behavior Problems; Class Management; *Emotionally Disturbed; *Exceptional Child Research; Research Design; Research Projects; *Socially Deviant Behavior

The procedures and results contained in the report define a program of research designed to investigate methods of assessing and modifying deviant behavior within the educational setting. The report has been divided into six sections with section one providing an introduction and project overview. The basic and interim proposal project commitments are stated and some of the methodological issues and questions generated during the research such as the teacher variable are briefly discussed. An overview and status of the project is provided by reviewing the content of the other five sections of the report. Section two (ED 032 209) deals with assessment; section three (ED 032 210) discusses treatment; section four (EC 032 211) covers generalization and maintenance; section five (EC 032 212) analyzes teacher behavior; and section six (EC 032 213) details the single subject experiments.

13. Stern, Carolyn; and Others. Identification of Preschool Children with Emotional Problems. 1972, 42p. ED 069 380

*Behavior Patterns; Emotionally Disturbed Children; *Emotional Problems; *Identification (Psychological); Predictive Ability (Testing); *Preschool Children; Psychological Patterns; *Rating Scales

A large-scale study was designed to assess the extent of emotional disturbance among Head Start children and to provide a consistent basis for selection if therapeutic intervention were indicated. The study's aim was to avoid the problem of shifting baselines by individual teachers for determining the degree to which their children were departing from normalcy and the tolerance limits they were willing to accept before assigning a child to therapeutic treatment. A total of 413 children were tested using Kohn's Behavior checklist and competence scale to assess their overt functioning in group settings. The study seems to support the usefulness of this instrument and procedure for identifying, at an early age, children who are later likely to have severe problems. The question of whether therapeutic intervention with this population can have an appreciable impact on changing this prediction was the subject of a subsequent study. An examiner's manual for the behavior checklist and competence scale is included in this report.

14. Stern, Carolyn; and Others. Therapeutic Interventions with Emotionally-Disturbed Preschool Children. March 1971, 66p. ED 058 945

*Behavior Problems; *Child Psychology; Community Involvement; Comparative Analysis; Control Groups; *Emotionally Disturbed Children; Experimental Groups; Hypothesis Testing; Intervention; *Preschool Children; Problem Solving; Psychotherapy; Research; Socioeconomic Status; Therapeutic Environment; *Therapy

This investigation consisted of two studies. In Experiment 1, three methods of dealing with the identified emotionally disturbed child were compared, simultaneously testing the hypothesis that community personnel can be taught to work effectively with these children. Under the three treatments, the identified child was either: (1) removed from his classroom and bussed to a special site, (2) retained in the regular classroom but taken into a special room each day to spend 20-30 minutes with a trained therapist, and (3) retained in the classroom, but with the constant support of a paraprofessional aide. In treatment 1, these referrals had been made without consulting the research staff. For treatment 2 and treatment 3, stratified random assignment was made to either treatment from a large number of children identified and observed by the psychologist and the therapists. There were a total of 68 children in the combined treatment and control groups. Experiment II compared the preschool population of two clinic schools using a similar psychodynamic approach. One aspect of the investigation was designed to determine whether there were any basic differences in the type of emotional problems which characterized children from different socioeconomic backgrounds. In experiment I, the success attained showed that community personnel can help slightly disturbed

children. Although the second experiment was never fully implemented, there seems to be sufficient basic to conclude that the problem behaviors of young children are very similar, regardless of backgrounds.

15. Stott, D. H. Classification of Behavior Disturbance Among School-Age Students: Principles, Epidemiology and Syndromes. February, 1971, 25p. ED 049 581

*Behavior Problems; *Behavior Rating Scales; Classification; *Emotionally Disturbed; *Evaluation Methods; *Exceptional Child Research; Maladjustment; Test Validity

A discussion of the classification of behavior disturbance, the paper focuses on the results of behavior and ways to avoid uncontrolled inference and observer-interpretation. One hypothesis of maladjustment which is explored is a failure to think about the consequences of behavior and to act on impulse. An experimental revision of the Bristol social adjustment guides, consisting of short descriptions of behavior that can be observed by a teacher in or about the classroom, is described. In a study of 2,527 students, two major dimensions appeared: under-reacting and over-reacting maladjustment with girls showing a preponderance of under-reacting and boys demonstrating more over-reacting. Relationships between health and coordination and maladjustment are considered, and appendixes present statistical data.

16. Walker, Hill M. Assessment and Treatment of Deviant Behavior in Children - Section Two: Construction and Validation of a Three Stage Model for Identifying and Assessing Deviant Behavior in Children. Final Report. 1967, 72p. ED 049 590

Behavior Change; *Behavior Rating Scales; Check Lists; Diagnostic Tests; *Emotionally Disturbed; *Exceptional Child Research; *Identification; Models; Research Methodology; *Socially Deviant Behavior; Test Construction; Test Reliability; Test Validity

The document, part two of a six part project report, discusses the construction and validation of a three stage model for assessing deviant behavior in children. The model was developed to meet the project's measurement, identification and diagnostic goals. Stage one consists of a 50 item behavior checklist which was used as an initial screening device. The scale is normed on elementary grade subjects; and item reliability and validity estimations are completed on the scale. Stage two consists of a 62 item behavior rating scale which is divided evenly between items to measure acting out behavior and items measuring withdrawn behavior. A behavioral observation form was developed for the purpose of measuring task oriented behavior. The form allows simultaneous observation of 13 behaviors, and contains codes for classroom setting, the social consequences of child behavior, and the social agent supplying the consequence. Identification data were collected in stage one and more

specific data were collected in stages two and three for diagnostic and treatment prescription purposes. Further details on the project are contained in section one (EC 032 208) Overview; section three (EC 032 210) treatment; section four (EC 032 211) generalization and maintenance; section five (EC 032 212) teacher behavior; and section six (EC 032 213) single subject experiments.

17. Walker, Hill M. Early Identification and Assessment of Behaviorally Handicapped Children in the Primary Grades. Report No. 2. 1971, 67p. ED 069 092

*Behavior Problems; *Behavior Rating Scales; Classification; Emotionally Disturbed; *Exceptional Child Research; *Identification; Primary Grades; *Student Behavior

As part of a larger study investigating intervention procedures for children classified as homogeneous on factorially derived dimensions of classroom behavior, students in grades 1-3 (N=1,067) were screened using teacher ratings on the Walker Problem Behavior Identification Checklist (WPBIC) for the purpose of developing groupings of deviant classroom behavior using behavioral assessment procedures and factor analytic techniques. Each S's ratings on the WPBIC were scored on five factors and subjected to profile analysis. Homogeneous groupings were established on the five behavioral dimensions: acting-out, social withdrawal, distractability, disturbed peer relationships, and immaturity. Correlations indicated that, with the exception of acting-out and distractability, there was little overlap among item clusters comprising the five factors. Sex difference was significant within each of the three grade levels; neither grade level effect nor interaction between grade level and sex was signficant. Results suggested that teacher checklist ratings of student behavior are a valuable and relatively inexpensive method of identifying homogeneous groupings of classroom behavior.

18. Walker, Hill M.; Hops, Hyman. The Use of Group and Individual Reinforcement Contingencies in the Modification of Social Withdrawal. Report No. 6. May, 1972, 61p. ED 069 096

*Behavior Change; Emotionally Disturbed; *Exceptional Child Research; Interaction Process Analysis; Peer Relationship; Positive Reinforcement; Socialization; *Socially Maladjusted; Social Relations; *Withdrawal Tendencies (Psychology)

Investigated was the effectiveness of various reinforcement contingencies in diminishing social withdrawal in children, which is defined in terms of low rates of social interaction. SS were three socially withdrawn first and second graders in three different regular classes, as determined by scores on the Walker Problem Behavior Identification Checklist. A behavioral coding system was developed for observing and recording social

interactions in the classroom. Following training of the withdrawn child in social interaction skills using a symbolic modeling procedure, the S was reinforced (earned points) when she got a peer to initiate to her in Experiment I; in Experiment II, the peer group was trained and then earned points for each initiation by the S to A peer; Experiment III was a combination of I and II. Results showed that individual token reinforcement, group token reinforcement, and a combination of individual and group reinforcement were all effective in increasing the social interaction rate of withdrawn SS, with the combined procedures in Experiment III producing the most dramatic changes in rate.

19. Walker, Hill M.; and Others. Components Analysis and Systematic Replication of a Treatment Model for Modifying Deviant Classroom Behavior. Report No. 5. November, 1971, 126p. ED 069 095

*Behavior Change; *Behavior Problems; Class Management; Emotionally Disturbed; *Exceptional Child Research; *Reinforcement; Socially Deviant Behavior; *Student Behavior

Three experiments concerning the modification of student behavior problems in the classroom are described. Experiment I analyzed the differential effects of three different treatments (token reinforcement, social reinforcement, cost contingency or negative reinforcement) in the modification of deviant behavior in an experimentally controlled classroom setting. Results showed that a treatment model consisting of social reinforcement, tokens, and cost contingency was very effective in modifying behavior. Token reinforcement produced the greatest increase in appropriate behavior, followed by cost contingency, social reinforcement, and change of setting. Cost contingency produced the most consistent and least variable behavior across all subjects. A substantial treatment effect was also associated with change in classroom setting, teachers, and instructional materials. Experiment II evaluated a teacher training procedure for facilitating post-treatment maintenance of appropriate behavior. Experiment III replicated the treatment model (token, social, and cost contingencies) on a second group of students with deviant classroom behavior.

20. Walker, Hill M.; and Others. Generalization and Maintenance of Classroom Treatment Effects. August, 1972, 44p. ED 067 808

*Behavior Change; *Behavior Problems; *Class Management; Emotionally Disturbed; *Exceptional Child Research; Famil- Problems; *Followup Studies; Operant Conditioning; Student Behavior

Reported were two experiments which investigated, respectively, the maintenance of appropriate classroom behavior in children with behavior problems following treatment in an experimental classroom and cross situational consistency and generalization of treatment effects. In the first experiment followup performances of two groups of five subjects each were compared after treatment in a token economy. With one group

additional procedures were implemented in the regular classroom to facilitate maintenance of their post treatment appropriate behavior. Treatment effects for subjects receiving treatment plus maintenance generalized to a much greater extent over the long term than did treatment effects for subjects who received only experimental treatment. In the second experiment five of the children were observed in family interactions in the home to determine whether the children, who were clearly deviant at school, were also behavior problems at home. Children and families examined after treatment demonstrated more child deviancy and parental negativeness than before treatment. It was thought that suppression of behaviors in the school setting may have caused an increase in the same behaviors in the home.

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3. Borthwick, Burton. Behaviour Modification and Emotionally Disturbed Children. Special Education in Canada, 46; 4; 31-5, May/Jun 1972. EJ 060 497

4. Brooks, Robert B.; Snow, David L. Two Case Illustrations of the Use of Behavior-Modification Techniques in the School Setting. Behavior Therapy; 3; 1; 100-3, Jan 1972. EJ 053 110

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6. Cline, Betty Smith; and others. Children Who Present Special Challenges. Today's Education; 61; 1; 18-28, Jan 1972. EJ 049 156

7. Csapo, Marg. Peer Models Reverse the 'One Bad Apple Spoils the Barrel" Theory. Teaching Exceptional Children; 5; 1; 20-4, 1972 EJ 063 387

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9. Dielman, T. E.; and others. Dimensions of Problem Behavior in the Early Grades. Journal of Consulting and Clinical Psychology; 37; 2; 243-249, 1971. EJ 46 876

10. Flowers, John V. Behavior Modification of Cheating in an Elementary School Student: A Brief Note. Behavior Therapy; 3; 2; 311-2, April, 1972. EJ 059 080

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12. Gellens, Suzanne. Behavior Modification; A Classroom Technique Volt Review, v75 n2, pp114-25, February, 1973. EJ 069 892

13. Kauffman, James M.; and others. Part-time Consultants in the Schools: Observations of a Resource Team for Service to Children With School Problems. Journal of School Health; 42; 8; 446-449, October, 1972. EJ 067 054

14. Kauffman, James M. and others. A Resource Program for Teachers and Their Problem Students. Academic Therapy, v8 n2, pp191-8, W 72-73. EJ 069 866

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16. Keat, Donald B. Broad-Spectrum Behavior Therapy With Children: A Case Presentation. Behavior Therapy; 3; 3; 454-9, July, 1972. EJ 063 365

17. Lovaas, O. Ivar; Koegel, Robert L. Behavior Therapy With Autistic Children. National Society for the Study of Education Yearbook, v72 Part 1, pp230-58, 1973. EJ 074 112

18. Lovitt, Thomas C. Self-Management Projects with Children with Behavioral Disabilities. Journal of Learning Disabilities, v6 n3, pp 138-50, March, 1973. EJ 077 933

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20. Novy, Pamela and others. Modifying Attending-to-Work Behavior of a Learning Disabled Child. Journal of Learning Disabilities, v6 n4, pp217-21, April, 1973. EJ 079 657

21. Quay, Herbert C.; and others. The Modification of Problem Behavior and Academic Achievement in a Resource Room. Journal of School Psychology; 10; 2; 187-198, 1972. EJ 064 291

22. Rapoport, Judith; and others. Playroom Observations of Hyperactive Children on Medication. Journal of the American Academy of Child Psychiatry; 10; 3; 524-534. July 1971 EJ 048 301

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24. Sluyter, David J.; Hawkins, Robert P. Delayed Reinforcement of Classroom Behavior by Parents. Journal of Learning Disabilities; 5; 1; 16-24, January, 1972. EJ 050 444

25. Spivack, George; and others. Syndromes of Disturbed Classroom Behavior: A Behavioral Diagnostic System for Elementary Schools. Journal of Special Education; 5; 3; 269-92, F 1971. EJ 059 059

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27. Thurman, S. Kenneth. Suggested Guidelines for a Habilitation Program for Deviant Pre-School Children. Education; 92; 1; 122-4, Sep-Oct, 1971 EJ 045 435

28. What Behavior Research Says to the Classroom Teacher: An Interview With Richard E. Shores. Teaching Exceptional Children; 4; 4; 192-9, Sum 1972. EJ 062 584

D. FAMILY

References from Research in Education (RIE)

1. Becker, Wesley C. Parents Are Teachers: A Child Management Program. 1971, 199p. ED 047 826 Document not available from EDRS.

*Behavior Change; *Discipline; Manuals; *Parent Child Relationship; Parent Role; Positive Reinforcement; *Reinforcement; *Reinforcers

This manual is designed to help parents apply reinforcement theory in managing their children. The program explains how parents can systematically use consequences to teach children in positive ways. Units include: When to reinforce; how to reinforce; reinforcement and punishment in everyday life; and why parents (and teachers) goof; the criticism trap. Ten units in the text illustrate practical situations in which reinforcement theory might operate to modify adult and child behavior. Write-in exercises follow each unit and answer keys appear at the end of the booklet. The author suggests that this program should be of considerable value to teacher aides, to clinical psychologists serving as group leaders for parent programs, to school social workers, to elementary guidance counselors, to special education teachers and to the average parent.

Availability: Research Press Company, P.O. Box 3327, Country Fair Station, Champaign, Illinois 61820 ($3.75)

2. Bishop, D.S. The Use of Family Therapy Concepts and Techniques in Guidance and Counseling. 1970, 10p. ED 058 577

*Behavior Problems; Communication Problems; *Family (sociological Unit); Family Counseling; *Family School Relationship; *Student Teacher Relationship; *Systems Approach; Systems Concepts

The systems theory of families conceptualizes not only the interaction between family members but also the interaction between families and other systems, such as schools. This paper has given a brief review of the concepts and some basic techniques. Clinical examples have been used to show the relationship and application to school difficulties. Systems theory concepts and techniques are of use, therefore, not only for freeing up individual family members for better achievement, but also for correcting similar problem patterns between student and teacher, family and school, or school staff. The concepts beg for application within schools, but this seems not to have been widely attempted. Many reasons are suggested by skeptics within the educational systems; however, this is often part of the educational system's pattern and an attempt to maintain the status quo. Use of the concepts and techniques would allow for understanding and clearing of the educational system pathology.

3. Hall, R. Vance; and others. Modification of Behavior Problems in the Home With a Parent as Observer and Experimenter. 1970, 20p. ED 062 639

*Behavior Change; *Behavior Problems; *Operant Conditioning; *Parent Participation; *Reinforcement

Four experiments are discussed, in which parents devised and conducted procedures to alleviate their children's behavior problems. The behavior difficulties treated included infrequent use of an orthodontic device, the low-level performance of household tasks, whining and shouting, and a long duration of dressing time. The techniques used to increase the frequency of appropriate behaviors included different types of positive reinforcement (token and social), contingent punishment, and extinction. The parent used recording procedures which did not upset the daily routine, and demonstrated that scientific rigor could be applied in a household setting.

4. Johnson, Stephen M.; and others. How Deviant is the Normal Child? A Behavioral Analysis of the Preschool Child and His Family. 1972, 31p. ED 069 356

*Behavioral Science Research; Behavior Development; *Early Childhood; Family Environment; Family Life; Interaction Process Analysis; *Maladjustment; *Parent Child Relationship; Research Methodology; *Socially Deviant Behavior; Technical Reports

This article reports a study investigating deviant behavior in normal families. It examines nonproblem children and their families in their homes. It provides information on rates of deviant behavior for children without identified behavioral difficulties and the interaction patterns of family members who deal with these children. It analyzes: (1) rate of deviant child behavior, (2) agents who affect it, and (3) relationship between rate of deviant child behavior and patterns of family interaction. Thirty-three families with a child 4 to 6 years old without treated behavior problems participated. Both parents, not under current psychiatric care, were living in the home, which included no more than four children. Results indicate that over 96% of the average child's behavior is nondeviant and 35% of it represents positive social interaction. Even the most deviant child displayed 88% appropriate behavior. The average child, however, puts out responses which parents consider deviant once every 3.17 minutes. The probability is that the child will not obey one out of every four commands the parents give. The conclusion is that deviant behavior is more successful in coercing people to respond.

5. Madsen, Millard C.; Kagan, Spencer. Mother Directed Achievement of Children in Two Cultures. June, 1972, 11p. ED 069 376

*Achievement; *Behavior Patterns; Childhood Attitudes; *Cultural Environment; Learning Motivation; Mexican Americans; *Mother Attitudes; *Motivation; Parent Child Relationship; Parent Role; *Rewards; Social Reinforcement; Success Factors

Mother-child pairs in a small Mexican town and in Los Angeles, California, were observed in two experimental situations in which the mother either controlled the rewards given to the child for success or failure or selected achievement goals for the child. The results of experiment 1 were that mothers of both groups rewarded their children for success, but that Mexican mothers gave significantly more rewards for failure than did the U.S. mothers. The results of experiment 2 were that the U.S. mothers chose significantly more difficult achievement goals for their children and did not lower the goal following failure as did the Mexican mothers.

6. Moore, Benjamin L., Bailey, Jon S. Social Punishment in the Modification of a Pre-School Child's "Autistic-Like" Behavior with Mother as Therapist. 1972, 24p. ED 075 068

*Autism, *Behavior Change, Behavior Problems, *Discipline, Mothers, Preschool Children, Preschool Learning, Socially Deviant Behavior, Technical Reports

The mother of a 3-year-old girl who showed "autistic-like" behavior was cued via a FM wireless microphone to systematically approve and disapprove of her child's behavior. After baselines were taken on two categories of problem behavior (Pre-Academic and Social Behavior) the social contingencies were applied successively to each category. The Pre-Academic task was quickly established in the child when the mother applied these social contingencies. This result was replicated with requests for social interaction. In the final phase, cueing was withdrawn from both situations and the mother was able to maintain the child's improved behavior. An analysis of the mother's behavior suggested that her increased use of social punishment for inappropriate behavior was the key factor in the child's increasing responsiveness. Follow-up seven months later indicated that the improvements maintained.

7. Morreau, Lanny E. Televised Parent Training Program: Reinforcement Strategies for Mothers of Disadvantaged Children. Final Report. December, 1972, 79p. ED 073 670

Behavioral Objectives, Behavior Change, *Disadvantaged Youth, Early Experience, Formative Evaluation, Instructional Television, Lower Class Parents, Mothers, Parent Child Relationship, *Parent Education, *Positive Reinforcement, Preschool Children, *Programed Instruction, Program Evaluation, Social Environment, Summative Evaluation, *Televised Instruction, Training

Techniques, Video Tape Recordings

A program to train lower socioeconomic parents in more effective management of their preschool children was developed and evaluated. In the planning stage objectives were formulated and strategy designs set. The methodology consisted principally of programed text and videotape. Formative development and two evaluations produced and modified the prototype materials. In the final phase, the summative development and evaluation, the production and limited "field test" of the completed materials was carried out with twenty-one subjects. The results were that the programing models for the text and video-taped simulations were effective as demonstrated by the parents' successful completion of the materials, a significant increase in the parents' ability to select correct procedural statements related to behavioral management after exposure to the program, the parents' successfully written applications of the principles of behavioral management to the behaviors of their children, and the parents' receptivity to both the programed materials and their contents.

8. Ora, John P. and others. Instruction Pamphlet for Parents of Oppositional Children. January, 1971, 49p. ED 070 220

*Behavior Change, *Behavior Problems, Behavior Theories, Emotionally Disturbed, *Exceptional Child Services, Guidelines, *Parent Education, Parent Role, *Positive Reinforcement, Preschool Children

The pamphlet contains explanations and instructions for parents of oppositional preschool children (negative, destructive, or uncooperative children) who are enrolled in a Regional Intervention Project (RIP) behavior modification program. Explained in basic terms are the behavior theories related to why a child becomes oppositional and how to change his behavior through the technique of differential reinforcement. Parents are taught to attend only to desirable behavior of the child (positive reinforcement) and to ignore undesirable behavior (withdrawal of positive reinforcement). Special instructions are given for handling dangerous or very destructive behavior which cannot be totally ignored. The pamphlet also contains instructions to technicians (other previously trained parents) for guiding the new parents through the periods of baseline, intervention, reversal, return to intervention, and eventual fading of positive reinforcement to an intermittent schedule of reinforcement.

9. Patterson, Gerald R.; Gullion, M. Elizabeth. Living With Children: New Methods for Parents and Teachers. 1968, 128p. ED 051 887
Document not available from EDRS.

Aggression; *Behavior Change; *Behavior Development; *Behavior Problems; Hyperactivity; *Learning; Observation; Parent Child Relationship; *Reinforcement; Reinforcers; Social Reinforcement

Written in the form of programmed instruction, this book is designed to help parents and teachers understand and correct situations in which a child's behavior is distressing. The book utilizes the social learning approach (that people learn most behavior patterns from other people). The first section discusses how parents and children learn and teaches about reinforcers, how children train parents, accidental training, and how to observe and retrain one's child. The second section on changing undesirable behavior presents clues for helping belligerent, reluctant, overly active, dependent, frightened or withdrawn children. Sample behavior graphs are provided.

Availability: Research Press, Country Fair Station, Box 3177, Champaign, Ill. 61820 ($3.00)

10. Thompson, Jack M.; Patrick, Raymond. The Implications of Parent Effectiveness Training for Foster Parents. 1970, 7p. ED 052 821

*Behavior Problems; Conflict Resolution; *Family Problems; *Foster Children; *Foster Family; Interpersonal Relationship; *Parent Child Relationship; Parent Education; Training

This paper describes the parent effectiveness training (PET) program and points out its specific implications for foster parents. The role of a foster parent is extremely difficult, and there is a need for training foster parents to become more effective which, in turn, will have positive effects upon foster children. The PET program, developed in 1962 by Dr. Thomas Gordon, consists of eight 3-hour training sessions and is limited to 25 participants, through lectures, role-playing and practice, parents learn these communication skills: (1) active listening--the parents learn to reflect back what the child is trying to communicate about his problem in a way that facilitates the child's growth; (2) "I" messages--the parent learns to communicate personal feelings when the problem is his, rather than placing the blame on the child and (3) conflict resolution--working out conflicts so that both parent and child are actively engaged in reaching a satisfactory solution. The program also focuses on the problems of using power in the parent-child relationship, and on assessment and modification of parent values.

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E. GENERAL

References from Research in Education (RIE)

1. Behavioral Objectives: An Annotated Bibliography. September, 1971, 67p. ED 069 606

*Annotated Bibliographies; *Audiovisual Aids; *Behavioral Objectives; *Behavior Theories; Evaluation; *Learning Theories

This annotated bibliography covers documents concerning behavioral objectives. Many of the annotations are more lengthy than usual in order to help local school personnel decide which documents will best suit their needs. The four divisions of documents include: How-To-Do-It publications, issues relating to the objectives-evaluative movement, references relating to the classification of educational objectives and the theories of conditions of learning, and audio-visual materials relating to behavioral objectives. Publishers' addresses are included.

2. Garland, LaRetta M. Behavior Modification: An Issue for the Teacher? 1972, 7p. ED 075 475.
Document not available from EDRS.

Anti Social Behavior, *Behavior Change, Behavior Development, *Behavior Theories, Conditioned Response, *Environmental Influences, Individual Power, *Literature Reviews, Operant Conditioning, *Reinforcement, Seminars, Social Behavior

Modern behavioral scientists have emphasized the importance of environmental influences in human behavior. If the basis for behavior development and hange rests within the environment, an understanding and use of the methods of control by change agents, especially teachers, can result in more prosocial behavior. Planned reinforcement could alleviate many of man's social ills and increase his well-being and probably would not prove dangerous to individuality, due to the varieties of social environment and enetic endowment. Three regulatory systems for the acquisition and maintenance of deviant and prosocial behaviors have been identified: (1) response patterns under external stimulus control; (2) response feedback processes in the form of reinforcing consequences; and (3) central mediational processes which act as regulatory mechanisms. The issue of control of behavior--whether control is internal or external--is of particular interest to behavioral scientists. Skinner identified several issues in the shift to acceptance of his theories--freedom, dignity, and valueswhich ultimately raise questions of control. He implies that man is both controller and controlled; the individual controls himself through his manipulation of the culture. (For related documents, see ED 075 470-474, 476-481.)

Availability: Not available separately; see ED 075 470.

3. Hagebak, Robert. Disciplinary Practices in Dallas Contrasted with School Systems with Rules Against Violence Against Children. September 8, 1972, 11p. ED 072 870

*Child Abuse, Discipline, *Discipline Policy, Parent Influence, Psychological Needs, *Punishment, Self Esteem, Speeches, Student Behavior, Teacher Behavior, Teacher Influence, Teacher Motivation, *Violence

Corporal punishment and its implications are discussed in this speech in Dallas, where corporal punishment is officially sanctioned as a method of school discipline, and in many other parts of the country, the prevailing opinion is that corporal punishment is necessary, effective and harmless. But the effectiveness of such punishment is dubious and the potential psychological harm is incalculable. Physical abuse is considered by many to be an acceptable form of school discipline because it is an accepted child-rearing practice. Teachers and parents are reluctant to change this behavior because violence is condoned and rewarded by this society, it is felt, and people are frequently tempted to respond to conflict and frustration with physical force. School policy that condones the bully tactics of corporal punishment is in effect teaching students by example that this is an acceptable way of handling problems. Through corporal punishment parents and teachers relieve their own frustrations and avoid effort to understand the reasons for the child's misbehavior. Corporal punishment is frequently used for transgression of arbitrary, meaningless rules. Teachers using corporal punishment should examine their motives and consider what sort of model they should be providing students. Corporal punishment is frequently used for transgression of arbitrary, meaningless rules. Teachers using corporal punishment should examine their motives and consider what sort of model they should be providing students. Corporal punishment undermines a child's self-respect and respect for others. A resolution passed at the National Conference on Corporal Punishment recommends abolishing this sort of punishment.

4. Hartmann, Donald P. New Developments in Behavior Modification With Children. Leaving the 60's: Behavior Modification With Children. 1971, 24p. ED 055 287

Anti Social Behavior; Behavior; *Behavior Change; *Behavior Problems; *Children; Classroom Techniques; Discipline Problems; Evaluation Methods; Parent Child Relationship; Problem Children; *Research Design; *Research Methodology; Teacher Behavior

Both papers deal essentially with the same content. The author discusses briefly the popularity of behavior modification in the treatment of children and characterizes early behavior modification studies as: (1) overly reliant on undesirable features of the antipathetic medical model; (2) too limited in its selection of target subjects and problem behaviors;

and (3) methodologically shoddy, witness incomplete data, unknown reliability, and undemonstrated validity. More recent trends in behavior modification with children are then examined. Briefly summarized, these include: training more and different kinds of people. Applying a greater variety of techniques, following more relevant assessment procedures, to a broader range of children, who display more complex behaviors, and doing so in a greater range of contexts and in larger social units. In addition more sophistication and careful evaluation are being utilized. Future trends are discussed.

5. Katz, Lilian G. Condition With Caution: Think Thrice Before Conditioning. February, 1971, 7p. ED 046 539

*Behavior Change; *Behavior Problems; Children; *Emotional Problems; Learning; *Operant Conditioning; *Social Immaturity

Innovative models for education are often quickly adopted. Behavior modification, or operant conditioning, is an example of a technique which has been widely used because, when properly applied in the classroom, it "works." However, the application of a technique should be carefully thought through in terms of the meaning of the behavior in question. For example, three children may exhibit the same disruptive behavior, or phenotype. Yet the geneses, or genotypes, of the behavior may be very different. The child may have learned this behavior through reinforcement at home or at school; the behavior may be an expression of an emotional injury; it may indicate a lack of social skill or knowledge of alternative ways of response; or there may be other causes. For all genotypes, behavior modification may be successful in changing undesirable behavior, but it does not always address itself to the underlying cause of behavior. A paradigm is given showing possible phenotype/genotype/treatment relationships.

6. Mehrabian, Albert. Tactics of Social Influence. 1970, 152p. ED 045 630 Document not available from EDRS.

Behavioral Objectives; *Behavior Change; Behavior Patterns; *Behavior Problems; Behavior Theories; Environment; *Interaction Process Analysis; Motivation; Negative Reinforcement; Positive Reinforcement; *Psychological Patterns; Psychology; *Reinforcement; Reinforcers; Social Reinforcement; Stimulus Behavior

In this book, the principles of behavior modification are presented as a set of guidelines for identifying recurrent behavior patterns and are then applied as techniques to change various undesirable behaviors. Progressively more complex steps toward behavior modification and its social influence are cited and illustrated in chapters which deal with (1) the need for systematic procedures when identifying behavior problems, (2) techniques for breaking down the general statement of a problem into a specific list of components in the situation, (3) the

concept of positive and negative reinforcement and some elementary ways that reward and punishment affect significant behavior change, (4) explicit and implicit reinforcers, important in communicating respect and liking, (5) such techniques as forced exposure and desensitization, described as means of modifying the environment to further condition behavior, (6) the time and place for employing techniques which change specifically defined behavior, and (7) the principle of applying modification first to those behaviors which are easiest to change.

Availability: Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 ($3.95 paper, $6.95 cloth)

7. Report of the Task Force on Corporal Punishment. National Education Association, Washington, D.C., 1972, 30p. ED 070 173 Document not available from EDRS.

Behavior Development, *Behavior Problems, *Discipline, *Discipline Policy, *Educational Legislation, State Laws, *Student Teacher Relationship

This report reflects positions arrived at by the Task Force as a result of extensive literature reviews; site investigations; meetings and conferences; and interviews with parents, teachers, students, and administrators. The contents include (1) findings on the use and effect of physical punishment, (2) some suggested alternatives to the use of physical punishment, (3) recommendations, and (4) a proposed model law outlawing corporal punishment.

Availability: Publications Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (Stock No. 381-12010, $1.00)

8. Roodin, Paul A.; Simpson, William E. Effectiveness of Social Reinforcement as a Function of Children's Familiarity with the Experimenter. March, 1973, 11p. ED 069 427

Cognitive Processes; Data Analysis; Grade 1; Grade 5; Hypothesis Testing; *Reinforcement; Research; *Response Style (Tests); *Social Reinforcement; *Testing

This study was designed to examine the effectiveness of social reinforcement as a function of familiarity with the adult agent administering the reinforcers. First and Fifth grade children were tested in a marble dropping task on two successive days. On the second day half of the children at each grade level were tested by the same experimenter (familiar condition) while a different experimenter (stranger condition) tested the other half. First graders were more responsive to social reinforcement provided by a familiar adult than by a stranger. Fifth graders tended to

be equally responsive to social reinforcement from either a familiar adult or a stranger. These data failed to provide direct support for either the valence or arousal hypotheses of social reinforcement effects. A cognitive interpretation was suggested to account for the data. Problems associated with experimental designs and dependent measures in studies assessing the effectiveness of social reinforcement were discussed.

9. School Discipline. Bibliographies in Education No. 27. Canadian Teachers' Federation, Ottawa (Ontario). March, 1972, 24p. ED 064 771

*Behavior Problems; *Bibliographies; Books; *Discipline; *Discipline Policy; Doctoral Theses; Masters Theses; *Public Schools; Student Behavior

This bibliography provides a listing of 56 books, 254 articles, and 20 theses that represent material published between 1961 and 1971.

10. Wight, Albert R. Beyond Behavioral Objectives. November, 1971, 20p. ED 069 732

*Affective Objectives; *Behavioral Objectives; Data Collection; Educational Objectives; Evaluation Criteria; *Measurement Techniques; *Performance Tests; *Student Evaluation; Student Participation

Some of the problems and arguments related to behavioral objectives are examined, and a modified approach to objectives and measurements that, it is hoped, will be acceptable to both behaviorists and humanists is suggested. The following reasons for opposition to behavioral objectives are explored: (1) meaningful objectives are often discarded because of difficulty in stating them as measurable outcomes; (2) there is confusion of the indicator with the objective; (3) emphasis is on the indicator rather than the goal; (4) there are restrictions on teacher strategy and measurement; (5) pre-determined tasks result in negative student attitude, and (6) measurements exclude self-evaluation and responsibility. An alternative program in which objectives and measurements are treated separately offers the following advantages: (1) objectives can be expanded and defined as necessary for clarification; (2) objectives relevant to student interest are more appealing; (3) measurements are quite likely to be more relevant and less aversive to students; (4) it is easier to see the relationship between the measurement and the objective; (5) objectives do not restrict the teacher or student in selection of learning strategies; (6) more flexibility is allowed in measurement; and (7) opportunities can be capitalized on more easily.

Also available from: Interstate Educational Resource Service Center, 710 East Second South, Salt Lake City, Utah 84102

11. Wight, Albert R. Toward a Definition of Affect in Education. May, 1972, 22p. ED 069 734

*Affective Objectives; *Behavioral Objectives; *Cognitive Objectives; *Educational Objectives; *Psychomotor Objectives; School Responsibility; Self Actualization; Student Development; Taxonomy

A model for expansion of educational objectives beyond the usual narrow focus on low-level cognitive abilities and the transmission of facts is suggested. A brief definition of the three domains--psychomotor (doing), cognitive (thinking), and affective (feeling)--is given, and it is pointed out that affect (feelings) is present with either cognitive or psychomotor activity. The two dimensions of experience (positive or negative) are related to the responsibility of educators to provide positive experience for the student by building on what is meaningful to the individual student. Krathwohl, Bloom, and Masia's classification of affective objectives is then briefly discussed in relation to the two dimensions of experience. The dynamic aspects of the self are discussed and presented in a taxonomy of affective behavior. The objects of affect frequently found in education are listed as (1) self, (2) others, (3) society, (4) learning, (5) work, (6) leisure time, (7) aesthetics, (8) the natural world, and (9) life. The need to determine what characteristics are important or essential to the well being of the individual and society and the behaviors associated with these characteristics, as well as the conditions and kinds of experiences necessary for their development, are pointed out. The implications of the model for education are that schools need to focus less on controlling the student and more on helping him develop self-direction and self-control.

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